

## Subject Policy: History

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the History curriculum and know their rights, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our '**Shine Curriculum**' encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

## OUR SHINE CURRICULUM



This policy should be read in conjunction with the Learning Policy.

## Intent

- To give all children the skills they need to be historians.
- To develop an understanding of how we learn about the past using primary and secondary sources of information.
- To develop inquisitive learners who have a thirst for knowledge and a good understanding of how history has shaped our lives today.
- To give children the skills to be inquisitive when using sources to find out about the past.
- To give all children meaningful enrichment opportunities that build on what they are learning in the classroom.
- To enable children to learn about local history, as well as events from around the world.
- To recognise that the life we live today has been shaped by events of the past.

## Implementation

### *Planning, Teaching and Learning*

Strategies are in place within school to develop each of the key areas of Physical Education, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In Reception, objectives are taken from the Early Learning Goals. Children begin to develop their exploration skills through learning about the world around them.
- From Year 1 to Year 6, a two-year rolling programme has been devised to allow for an even coverage of history and geography lessons throughout a child's time spent in each phase.
- The history curriculum has been designed in units of work and ensures a progression of knowledge, skills and vocabulary throughout each year group.
- The children are encouraged to ask questions, show curiosity and think more deeply about historical events.
- Skills are clearly modelled to the children and these are built on through the lesson.
- The topics taught allow for all children to have an understanding of local history and how this has impacted the community.
- Lessons provide a balanced range of individual, paired and group activities, that allow children to build on team work skills.
- Research is vital in lessons and time is given for all children to practice their enquiry skills and use a variety of sources to learn about historical events.
- The curriculum allows for a progression of skills over year groups, building on what has been taught previously.

### *Leadership, Assessment and Feedback*

- Work is marked and feedback given in line with the St Matthew's Feedback Policy.
- Children's work will be marked according to the learning objective for each lesson as well as any ongoing individual targets the teacher is aware of for each child.
- Formative assessment within *every* lesson helps teachers to identify the children who need more support to achieve the intended outcome as well as those who are ready for greater stretch and challenge through adapting or completing additional activities.
- Ongoing assessments are made by the teachers against the year group objectives. This helps them to identify gaps and support children to develop their learning.
- History attainment is reported to parents in the end of year report.

- Subject leader monitors teaching and learning through learning walks, pupil voice, book looks and visits to lessons.
- A termly monitoring cycle ensures that work is moderated and quality assured at regular intervals through the year.
- The History leader has a clear role and overall responsibility for the progress of all children in history throughout school, they monitor teaching and learning through visiting lessons and pupil voice.

### **Impact**

- Children can confidently talk about a range of historical events, using the correct vocabulary.
- Children can make links with past events and can recognise how these have impacted their lives today.
- Children have a good understanding of chronology and can recognise when events happened in relation to one another.
- Children can use accurate sources to research a historical event.
- All children achieve their age-related expectations.
- Children show a high level of pride in the presentation and understanding of their work.

*This policy will be reviewed biennially or more frequently if required.*